DOCUMENT RESUME

ED 461 872 CS 217 822

TITLE	National Writing Project Annual Report, 2000.
INSTITUTION	National Writing Project, Berkeley, CA.
SPONS AGENCY	Department of Education, Washington, DC.; California Univ., Berkeley. Graduate School of Education.; Spencer Foundation, Chicago, IL.; Jesse Stuart Foundation, Ashland, KY.
PUB DATE	2001-03-00
NOTE	29p.; Additional funding provided by the Annenberg Rural Schools and Community Trust. For the 1999 annual report, see CS 217 821. Photographic images may not reproduce clearly.
AVAILABLE FROM	National Writing Project, University of California, 2105 Bancroft, #1042, Berkeley, CA 94720-1042. Tel: 510-642-0963; Fax: 510-642-4545; e-mail: nwp@writingproject.org; Web site: http://www.writingproject.org. For full text: http://www.writingproject.org/downloads/2000annual.pdf.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Annual Reports; Elementary Secondary Education; Higher Education; Learning Strategies; *Professional Development; *Writing Improvement; *Writing Instruction; *Writing Skills; *Writing Teachers
IDENTIFIERS	*National Writing Project

ABSTRACT

The mission of the National Writing Project (NWP) is to improve writing and learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership. Through its extensive network of teachers, the NWP seeks to promote exemplary instruction of writing in every classroom in America. This year 2000 annual report marks a time when writing is more important than ever. In this new century a high level of literacy is essential for earning a living and for participating fully in society. By having expert teachers, K-16, teach other teachers in their own regions, the NWP is able to reach well over 100,000 educators annually at a low cost in federal dollars. The NWP's university-school collaborative model has been highly successful in leveraging federal support. This annual report is divided into the following sections: What Is the National Writing Project?; Why Is 2 Million Only a Start?; Because NWP Served 1 out of 34 Teachers in America Last Year. What about the Other 33?; And What about Their Students?; Because All Students Need Well-Informed Teachers; Because Not Every Teacher and Student Has a Writing Project Site within Reach; Because Schools Need Research-Based Strategies; Because Teachers and Schools Need a National Network; Because the NWP Works; NWP Publications and Technology; Key Facts; Financial Data; and Funders, Board of Directors, Senior Staff. (NKA)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 461 872

National Writing Project Annual Report 2000

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY

M.A. Smith

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

2A

BEST COPY AVAILABLE

CS217822

Our Mission

The mission of the National Writing Project is to improve writing and learning in the nation's schools. Through its professional development model, the National Writing Project recognizes the primary importance of teacher knowledge, expertise, and leadership.

The National Writing Project believes that access to high-quality educational experiences is a basic right of all learners and a cornerstone of equity. Through its extensive network of teachers, the National Writing Project seeks to promote exemplary instruction of . iting in every classroom in America.

The National Writing Project values diversity—our own as well as that of our students, their families, and their communities. We recognize that our lives and practices are enriched when those with whom we interact represent diversities of race, gender, class, ethnicity, and language.

The goals of the National Writing project are:

- to improve student writing and learning in K-16 classrooms;
- to extend the uses of writing in all disciplines;
- to provide schools, colleges, and universities with an effective professional development model;
- to identify, celebrate, and enhance the professional role of successful classroom teachers.

Dear Friends of the NWP

Daniel Boggan Jr.
Chairman of the Board

The year 2000 annual report of the National Writing Project marks a time when writing is more important than ever. In this new century, a high level of literacy is essential for earning a living and for participating fully in our society. Reading and writing are not luxuries or merely leisure-time activities; literacy is, in fact, a basic civil right, and no child should leave school without it.

This year's report begins by making a case for the importance of continued funding—to extend and strengthen the work of improving the teaching of writing in our schools. In the next ten years, over two million new teachers will enter the profession, and new students enter our schools each day. By having expert teachers, K-16, teach other teachers in their own regions, the NWP is able to reach well over 100,000 educators annually at a very low cost in federal dollars. The NWP's university-school collaborative model has been highly successful in leveraging federal support. Last year, local sites raised $6.00 in state, university, school, and private funds for every dollar of federal funds awarded to them by the NWP.

The National Writing Project has grown from a $3M organization in 1994 to a $9M organization today. We have also grown from one site in 1974 to 167 sites in 49 states, the District of Columbia, and Puerto Rico. There are, however, many parts of the country we are not serving.

Richard Sterling
Executive Director

The National Writing Project will continue to expand the number of sites in our network. We have made access our greatest priority—access for teachers to high-quality professional development and access for students to strategies and resources that improve their writing achievement and enhance their learning. With this in mind, we are also expanding our efforts to communicate with teachers and schools by creating more publications, distributing our journal and newsletter to a wider audience, and developing a significant presence on the Web. For only when we are able to bring the power of the teaching of writing within reach of all teachers and children, and when we can locate programs and resources in all our cities as well as in the most remote corners of our country, can the promise of the National Writing Project be realized. We hope you will join us in furthering these goals.

Contents

What is the National Writing Project? 3

Why is 2 million only a start? 4

Because NWP served 1 out of 34 teachers in America last year. What about the other 33? 5

And what about their students? 6

Because all students need well-informed teachers 8

Because not every teacher and student has a writing project site within reach 10

Because schools need research-based strategies 12

Because teachers and schools need a national network 14

Because the NWP works 16

NWP Publications and Technology 18

Key Facts 19

Financial Data 20

Funders, Board of Directors, Senior Staff 22

Photos: Elizabeth Crews
Data: Inverness Research Associates unless otherwise noted
Design: Roxanne Barber
Printed: March 2001

2 million teachers served so far . . .

. . . a whole new generation to go

What is the National Writing Project?

The writing project began with a single summer institute for 25 teachers on the UC Berkeley campus in 1974. The emphasis on writing—a crucial but often neglected skill—attracted immediate attention. Within three years, a dozen universities across the country were establishing identical writing projects. By 2000, the number of National Writing Project sites had grown to 167 in 49 states, serving over 100,000 teachers annually. To date, the project has served more than 2 million teachers.

What sparked this wave of projects and what drew thousands of teachers to them? The NWP offers what teachers need most to help their students:

- high quality professional development that blends best practices and research
- programs that last for weeks, well beyond a single afternoon or a faculty meeting
- outstanding classroom teachers who serve as teachers of their colleagues (and often their administrators).

The heart of the writing project continues to be the annual summer institute, conducted at every writing project site for 20 to 25 outstanding local teachers. These teachers, in turn, work in the schools during the academic year, providing inservice workshops, classroom demonstration lessons, and other professional development activities.

In addition, each local site creates a professional community for teachers. Through a wide range of options—for example, seminars, study groups, teacher research programs—teachers can continue to learn their craft. This community crosses school district and grade-level lines, increasing opportunities for teachers to expand their knowledge.

This celebrated model of professional development became available to more teachers throughout the country with the beginning of federal funding in 1991. The National Writing Project was able to develop new sites, new programs, and new research studies of student achievement.

As the only national program in America working to improve writing and learning, the NWP has a giant task ahead—to reach all teachers and their students, across all disciplines and grade levels.

Why is 2 million only a start?

Because NWP served 1 out of 34 teachers in the U.S. last year.

94,294
teachers served*

3.1 million U.S. teachers

What about the other 33?

America must hire over two million teachers in the next decade, 700,000 of those in high-poverty urban and rural districts.** Yet it is from urban districts that nearly half of the newcomers flee the profession during their first five years in the classroom. National Writing Project sites work with new, uncredentialed, and under-prepared teachers. In addition to providing them proven practices, NWP sites offer the kind of ongoing support and professional community that keeps teachers in education. The National Writing Project also expands its number of sites and site programs each year to reach even more teachers, including those who are new to the profession or are teaching a new subject.

*Inverness Research Associates
**National Center for Education Statistics

And what about their students?

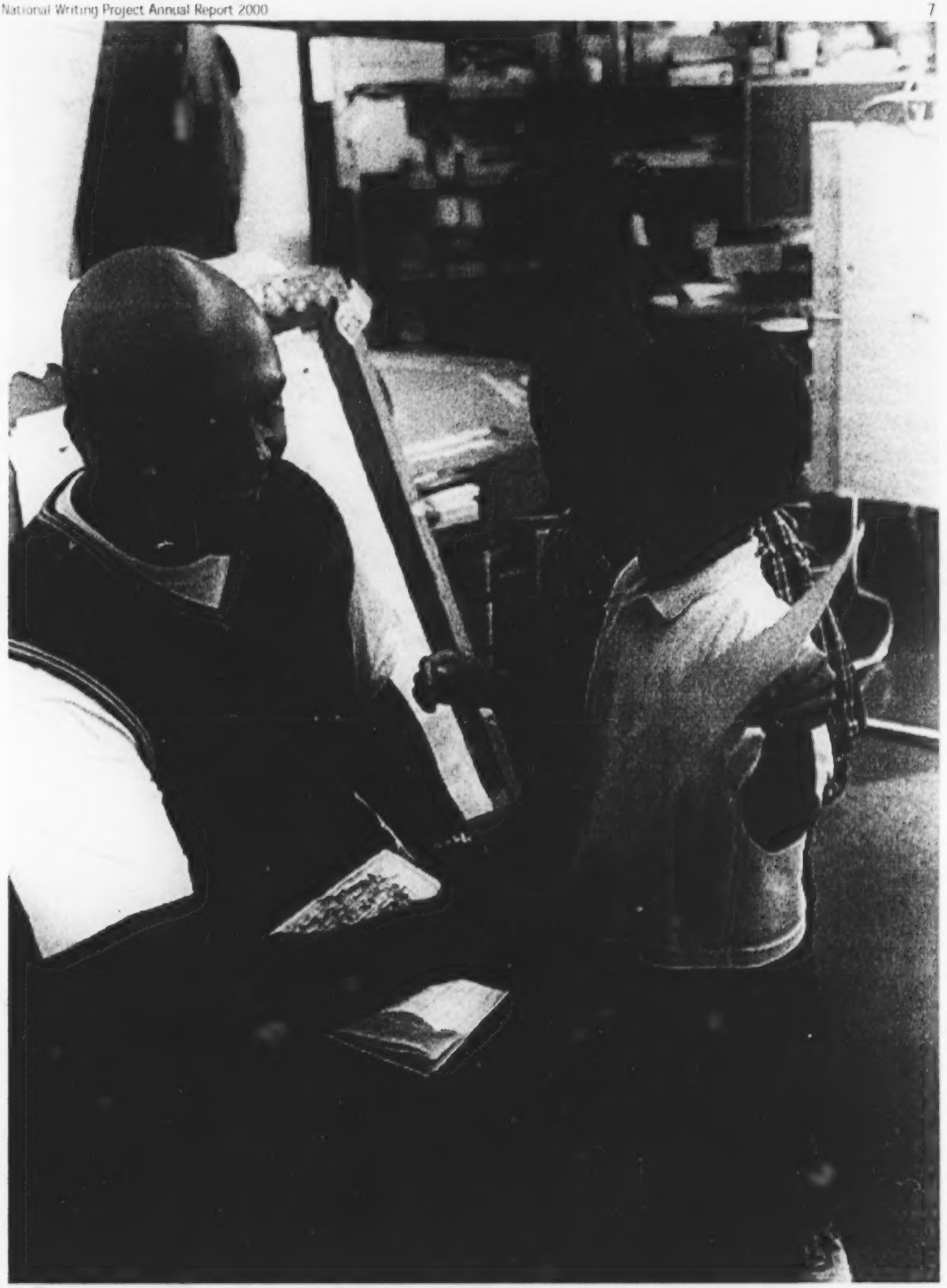
By expanding to reach more teachers, the National Writing Project expands our commitment to students. Because students in the U.S. do not fit a single profile of talents or opportunities, their teachers must be prepared with a whole repertoire of teaching and learning strategies. The National Writing Project prepares teachers through in-depth professional development conducted over time. NWP, too, provides teachers with strategies that are associated with high student achievement. The most recent NAEP* research, for example, suggests that students are more effective writers when they plan their writing, write more than one draft, discuss their writing with their teacher, and save their writing in some kind of folder or portfolio. Students can count on NWP teachers to know these strategies plus a wealth of others.

* *1998 National Assessment of Education Progress (NAEP) Writing Report Card*

Making a difference

As a first-year teacher, I needed a place to justify methods that I knew in my heart were right, as well as a place to learn new things. I needed to find the time and place to look inside and find out what I truly believe as an English teacher. The writing project and the family that I found there were exactly what I needed—challenging, supportive, thoughtful.

Nikki Johnson, Huron High School Teacher
Eastern Michigan Writing Project



Because all students need well-informed teachers

Through writing project programs and publications, teachers learn about writing in ways their own teachers may have never taught them. They learn, for example, strategies for composing stories, reports, summaries, analyses—indeed, a whole range of writing their students need for college and the workplace. Teachers practice revising and editing. They read and conduct research studies. They develop multiple approaches for teaching their students to organize and develop ideas, to create characters and settings, to argue for a particular point of view.

Teachers who participate in NWP activities become experts in the discipline of writing itself and in how writing can help students succeed in other disciplines such as mathematics and science.

Our commitment to well-informed teachers has intensified National Writing Project programs and research studies in support of teaching academic writing—the kind of writing students must craft in order to enter and succeed in a university. Similarly, NWP supports multiple programs for primary teachers to emphasize the role of writing in helping students learn to read.

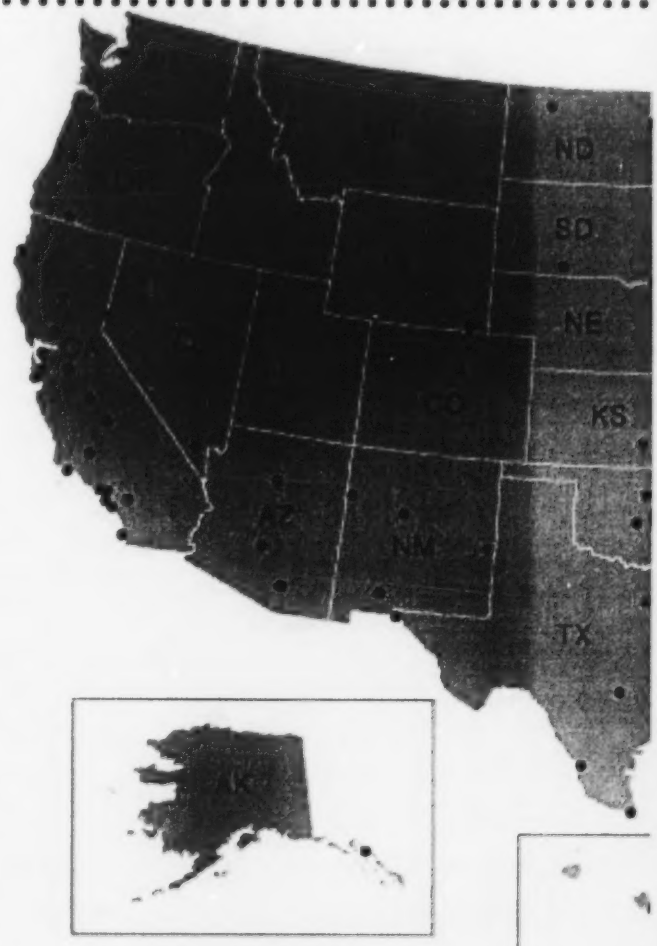
The National Writing Project sponsors networks for urban and rural teachers as well as teachers of English language learners—networks that convene teachers around common issues. NWP's Project Outreach, now in its second round, works with sites to ensure that local teachers have access to relevant professional development programs, particularly in areas of poverty.

Making a difference

The National Writing Project develops teachers leaders. As leaders, writing project teachers must convey the sense that knowing *how* is only half the picture. Knowing *why* substantiates what we do in our classrooms.

Helen Collins Sitler, Teacher-Consultant
Southcentral Pennsylvania Writing Project

Because not every t
has a writing proje



Alabama:
- Auburn
- Jacksonville
- Mobile
- Normal
- Troy
- Tuscaloosa

Alaska:
- Juneau

Arizona:
- Flagstaff
- Tempe
- Tucson

Arkansas:
- Conway
- Fayetteville
- Little Rock

California:
- Arcata
- Bakersfield
- Berkeley
- Chico
- Davis
- Fresno
- Irvine
- Long Beach
- Los Angeles (2)
- Merced
- Riverside
- San Diego
- San Jose
- Santa Barbara
- Santa Cruz
- Turlock

Colorado:
- Denver
- Greeley

Connecticut:
- Fairfield
- Storrs

Delaware:
- Newark

District of Columbia

Florida:
- Jacksonville
- Fort Myers
- Orlando
- Tampa

Georgia:
- Americus
- Atlanta
- Kennesaw
- Savannah
- Statesboro
- Valdosta

Hawaii:
- Honolulu

Idaho:
- Moscow

Illinois:
- Chicago
- Evanston
- Normal

Indiana:
- Hammond
- Indianapolis
- Muncie

Iowa:
- Cedar Rapids

Kansas:
- Wichita

Kentucky:
- Bowling Green
- Hazard
- Highland Heights
- Lexington
- Louisville
- Morehead
- Murray
- Richmond

Louisiana:
- Baton Rouge
- Hammond
- Lafayette
- New Orleans
- Shreveport

Maine:
- Orono

Maryland:
- Baltimore
- Salisbury

Massachusetts:
- Amherst
- Boston

Michigan:
- Ann Arbor
- Big Rapids
- East Lansing
- Kalamazoo
- Marquette
- Rochester
- Saginaw Valley
- Ypsilanti

Minnes
- Minne

Mississ
- Clevel
- Hattie
- Itta B
- Jackso
- Long
- Lorma

BEST COPY AVAILABLE

eacher and student
ct site within reach

ta:
apolis

ppi:
and
sburg
ena
n
each
n

Oxford
Starkville

Missouri:
Columbia
Kansas City
St. Joseph
St. Louis

Montana:
Missoula

Nebraska:
Lincoln

Nevada:
Elko
Las Vegas
Reno

New Jersey:
New Brunswick
Trenton

New Mexico:
Albuquerque
Gallup
Las Cruces
Portales

New York:
Buffalo
Long Island
New York City
New Paltz

North Carolina:
Charlotte
Cullowhee
Raleigh
Winston-Salem

North Dakota:
Grand Forks
Minot

Ohio:
Kent
Mansfield
Oxford
Toledo

Oklahoma:
Norman
Stillwater

Oregon:
Ashland
Eugene
La Grande
Portland
Salem

Pennsylvania:
Fogelsville
Indiana
Middletown
Philadelphia
Pittsburgh
West Chester

Puerto Rico:
Santurce

Rhode Island:
Providence

South Carolina:
Charleston
Clemson
Columbia
Conway
Florence
Rock Hill
Spartanburg
Sumter

South Dakota:
Rosebud
Vermillion

Tennessee:
Martin

Texas:
Brownsville
El Paso
Fort Worth
Houston
Laredo
San Marcos
Texarkana

Utah:
Logan

Vermont:
Burlington

Virginia:
Blacksburg
Charlottesville
Fairfax
Norfolk
Petersburg
Richmond
Williamsburg

Washington:
Ellensburg
Seattle

West Virginia:
Huntington
Morgantown

Wisconsin:
Oshkosh
Milwaukee

Wyoming:
Laramie

BEST COPY AVAILABLE

Because schools need research-based strategies

National Writing Project sites conducted 1,925 school-year inservice workshops in local schools and districts during the year 2000, in addition to conducting 422 partnerships with low-performing schools.

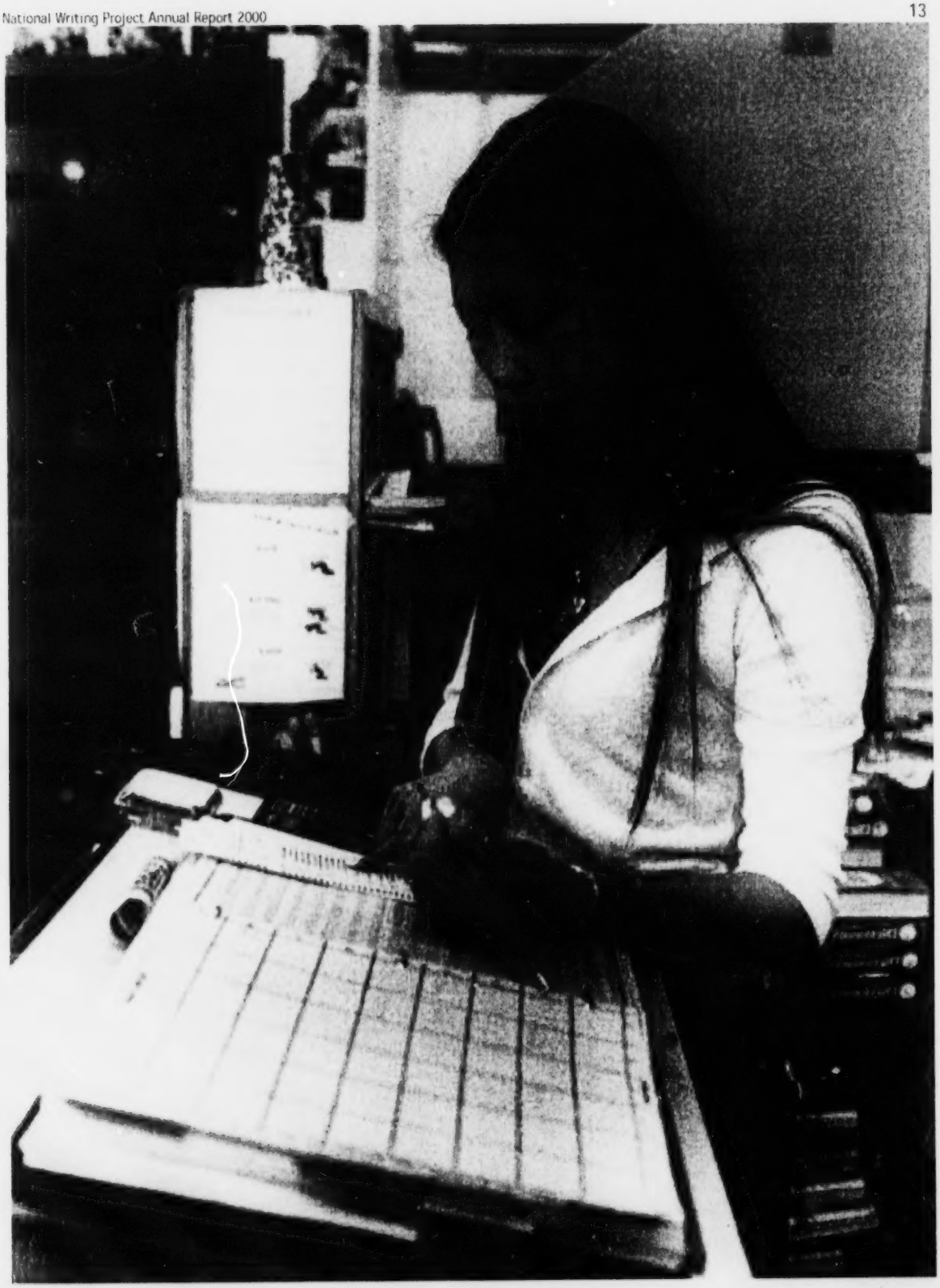
Where schools choose to invest in inservice workshops as a primary tool for improving literacy, NWP sites provide programs that take place over time, usually over a semester or even a school year. Teachers experience firsthand the kind of research-based strategies that will most directly serve their students, for example, strategies for students who speak languages other than English.

Partnerships are a natural outgrowth of inservice workshops. While partnerships vary according to the needs of the schools, most include some combination of classroom and out-of-classroom interventions, including peer coaching for teachers, demonstration lessons, and study groups. All partnerships focus on research-based strategies and invite teachers to examine closely the work of their own students as a way to make decisions about curriculum and instruction. Typically, partnerships emphasize standards and assessment and give teachers practice with assessing their students' writing.

Making a difference

Because literacy lies at the heart of student achievement and extends to every subject area, writing project sites reach whole schools. Because we promote teacher-conducted professional development and practitioner research, we develop leadership. Because we provide summer institute experiences that are often transforming, we understand change.

Joe Check, Director, Boston Writing Project
University of Massachusetts



Because teachers and schools need a national network . . .

To connect communities

Like the interstate highway system, the National Writing Project connects communities to one another across America. Teachers—whether from small, isolated areas or large, impersonal education systems—can share their best practices in national and regional forums. All schools can benefit from National Writing Project dissemination of its national research and knowledge base. NWP dissemination also provides schools the teaching and assessment approaches of other schools in sometimes faraway neighborhoods and parts of the country.

This economy of scale is possible because the NWP links information and resources across state, district, and school boundaries.

To reach every teacher and student

The NWP develops new sites and strengthens existing sites to reach all teachers and their students with multiple programs that are tailored to the needs of each individual and school.

To ensure a model of professional development

Through annual review and technical support, the NWP upholds a standard for each site in the network and for professional development across the country.

To evaluate student achievement

The NWP has sponsored evaluation studies—both national and local—that demonstrate significant gains in student writing and reading where the writing project has played a role.

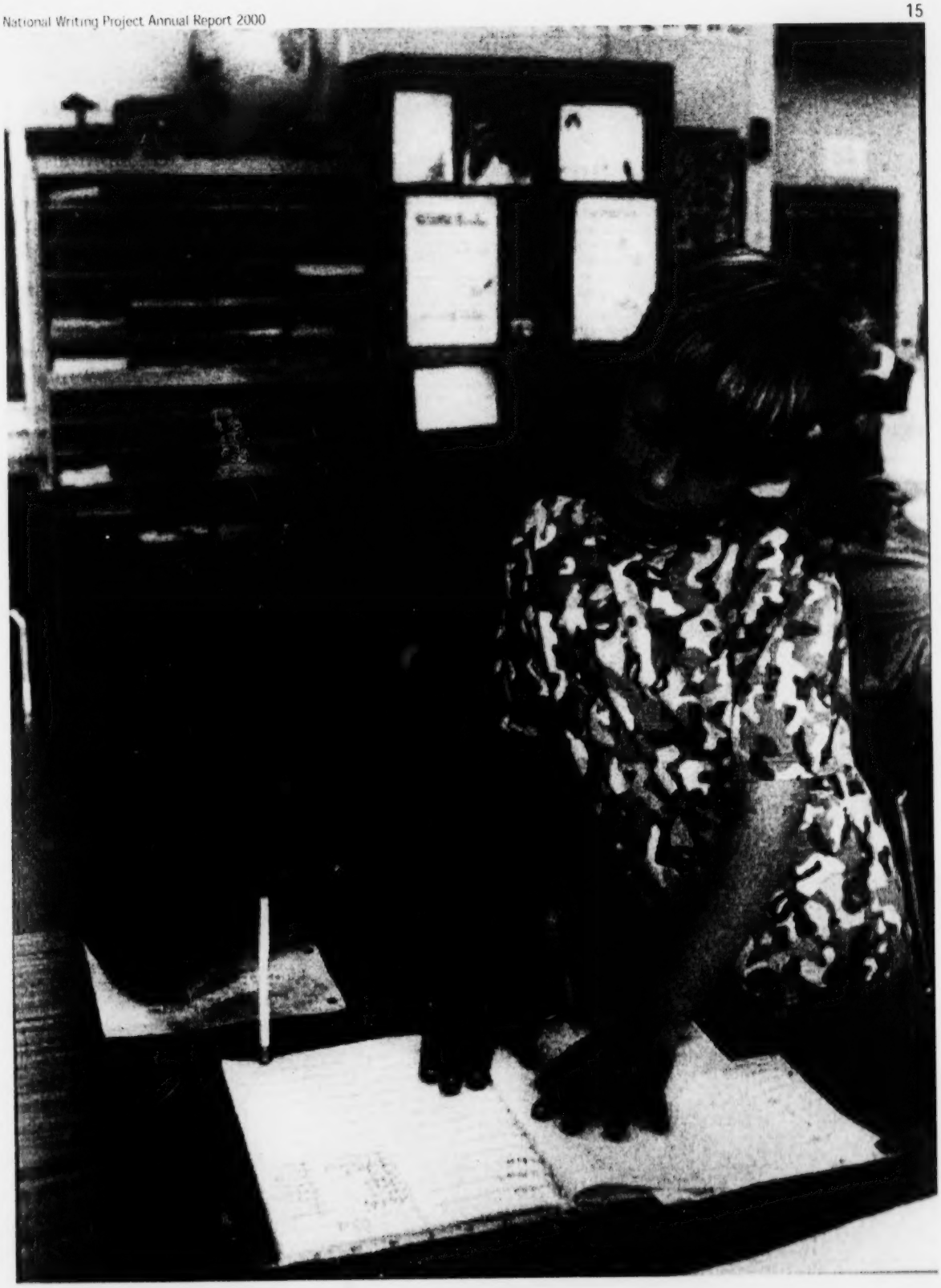
To create a national campaign for literacy

The NWP has worked through federal and state initiatives, community volunteers, private foundations, and teachers nationwide to create a climate for literacy. Our task—in addition to improving teaching and learning in classrooms and schools—is to advocate for an American birthright: every child a writer, reader, thinker, and learner.

Making a difference

When I first became involved in the writing project, what clicked right away was that writing itself—the process of writing—was the same as the scientific method. Hypothesize, experiment, revise your thinking—writing is a discovery process. Writing, in fact, is the vehicle for the scientific method.

Bob Tierney, Teacher Leader, Bay Area Writing Project
Former High School Science Teacher and Football Coach



Because the NWP works . . .

NWP/AED National Evaluation*

Third and fourth grade students of writing project teachers in Mississippi, Oklahoma, Pennsylvania, and California showed significant improvement in writing achievement in a 1999-2000 national evaluation conducted by the Academy for Educational Development.

In response to timed writing assignments or "prompts" of persuasive writing, almost all fourth graders (96%), and most third graders (85%) reached adequate or strong achievement for rhetorical effectiveness on their second assessment in spring 2000. More than 80 percent of fourth graders and two-thirds of third graders demonstrated general or strong control of the writing conventions of usage, mechanics, and spelling by the spring assessment.

The study also found that students of low socioeconomic status (SES) and English language learners demonstrated the highest gains in writing achievement.

Thirteen of the schools involved in the study were in urban areas, eight were in rural areas, and three were suburban. The majority of the students were in low socioeconomic status schools where at least half of the students were eligible for free or reduced lunch. The twenty-four writing project teachers whose students participated in the study had all attended a summer institute and were actively involved in conducting programs at their local writing project site.

** Academy for Educational Development (AED), 2000*

Making a difference

I know that the writing project succeeds because its strategies are sound, participation is voluntary, and teachers who apply want to return to writing, to sharpen their tools, to earn hours for recertification, to satisfy a curiosity or a longing.

Margrethe Ahlschwede, Director
West Tennessee Writing Project

. . . and works.

Pathway Project for Second Language Learners*

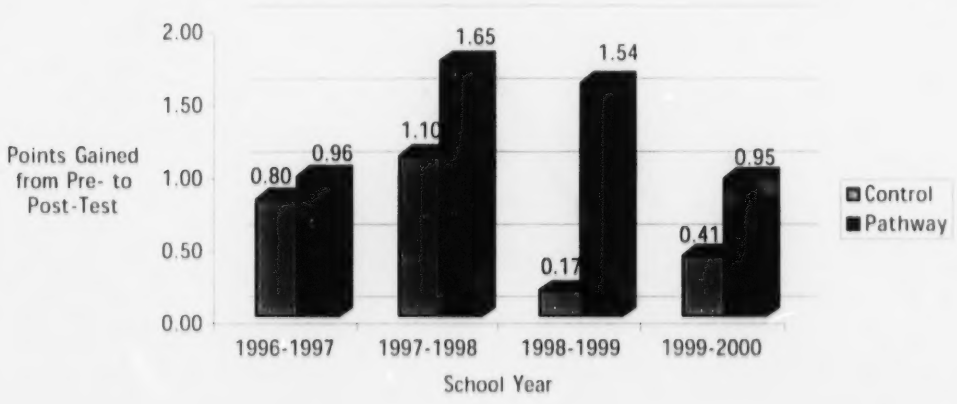
Pathway is a four-year project conducted by the UC Irvine Writing Project in collaboration with Santa Ana College to improve writing and reading achievement of second language learners in traditionally low-performing middle and high schools in Santa Ana Unified School District in Southern California. The district's students are 68.6 percent limited English proficiency, 98.5 percent ethnic minority, with 74.4 percent qualifying for free or reduced lunch.

The project provided ongoing writing project professional development to more than thirty sixth to twelfth grade teachers in five middle schools and four high schools as well as to school counselors and assistant principals. Pathway students progressed as a cadre from one grade level to the next, remaining in Pathway teachers' classrooms throughout the four-year project.

During every year of the project, Pathway students showed significantly higher gains in writing achievement than a comparable control group of students, demonstrating growth of at least one-half letter grade. (See graph below. One-point gain is equal to a half-letter grade.)

In addition, all Pathway seniors graduated from high school, and more than 90 percent went on to post-secondary education. Pathway students also had fewer absences and higher grade point averages than their peers who did not participate in Pathway.

Comparison of Writing Assessment Gain Between Pathway and Control Group

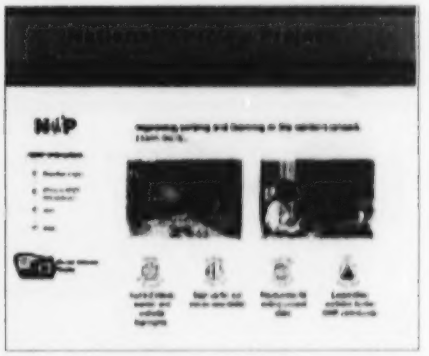


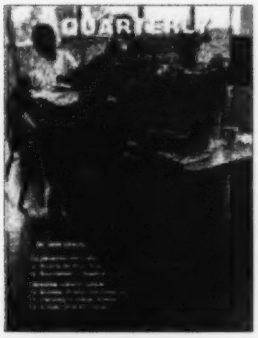
** 2000 Report to U.S. Dept. of Education, Office of Bilingual Education, Carol Booth Olson, Director, UC Irvine Writing Project*

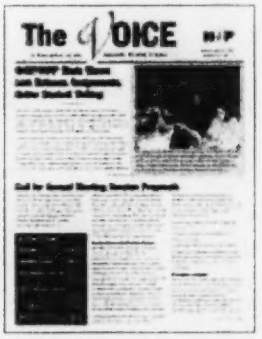
NWP Publications and Technology

Print publications and online technology support the National Writing Project's goal of improving student writing and learning by improving the teaching of writing.

Our periodicals, *The Quarterly* and *The Voice*, and our Web site at www.writingproject.org, provide tools for writing project teachers and researchers to disseminate what they've learned to teachers across the country.







We produced our first CD in 2000, *Rural Voices Radio*, a series of half-hour radio programs featuring readings from teachers and students in rural communities in six states. The CD continues to be broadcast by public radio stations across the country and recently won a Special Merit Award from the National Federation of Community Broadcasters.

The newest addition to our book collection, *Teachers at the Center* by NWP founder James Gray, recounts the early years of the National Writing Project and describes how the teachers-teaching-teachers model of professional development was born.

With electronic forums such as the summer E-Anthology, Authors and Issues, and NWP Interactive, the National Writing project is building an online community that will support the national network and become a valuable resource for classroom teachers everywhere.

Learn more about the National Writing Project by visiting our Web site at writingproject.org

BEST COPY AVAILABLE

Key Facts 1999-2000

• Writing project sites	167
• States where sites are located (plus D.C. and Puerto Rico)	49
• Programs offered by sites	5,336
• Educators served by sites	137,540
• Participants in all programs (includes teachers, administrators, students, and parents)	212,724
• Contact hours for program participants	2.9 million
• Teacher leaders conducting programs at sites	12,921
• Local site cost sharing	$16.5 million
• Average funds leveraged from local sites for every $1 of federal funding	$6.00

NATIONAL WRITING PROJECT STATEMENT OF FINANCIAL POSITION
September 30, 2000

ASSETS		
Cash and cash equivalents		$ 1,096,238
Accounts receivable		3,049
Grant receivable		245,000
Prepaid expenses		124,635
Furniture and equipment, net		77,334
	Total assets	$ 1,546,256
LIABILITIES		
Accounts payable		$ 245,431
Accrued expense		67,760
	Total liabilities	$ 313,191
NET ASSETS		
Unrestricted		$ 1,110,133
Temporarily restricted		122,932
		$ 1,233,065
	Total liabilities and net assets	$ 1,546,256

NATIONAL WRITING PROJECT STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED SEPTEMBER 30, 2000

	Unrestricted	Temporarily Restricted	Total
REVENUES AND OTHER SUPPORT			
Federal assistance	$ 7,256,000	-	$ 7,256,000
Contributions	52,073	421,179	473,252
Publications	33,399	-	33,399
Interest income	60,614	-	60,614
Net assets released from restrictions:			
Satisfaction of program restrictions	427,222	(427,222)	-
TOTAL REVENUES AND OTHER SUPPORT	$ 7,829,308	$ (6,043)	$ 7,823,265
EXPENSES:			
Program services			
Writing project developments	$ 6,852,030	-	$ 6,852,030
Supporting services			
Management and general	$ 569,196	-	$ 569,196
TOTAL EXPENSES	$ 7,421,226	-	$ 7,421,226
CHANGE IN ASSETS	$ 408,082	$ (6,043)	$ 402,039
NET ASSETS AT BEGINNING OF YEAR	$ 702,051	$ 128,975	$ 831,026
NET ASSETS AT END OF YEAR	$ 1,110,133	$ 122,932	$ 1,233,065

NATIONAL WRITING PROJECT STATEMENT OF FUNCTIONAL EXPENSES FOR THE YEAR ENDED SEPTEMBER 30, 2000

	Program Services	Management and General	Total
Site support grants	$ 4,315,457	–	$ 4,315,457
Personnel	912,349	277,754	1,190,103
Travel	163,049	5,267	168,316
Professional services	958,628	24,595	983,223
Conferences	396,970	12,716	409,686
Printing	27,127	8,099	35,226
Facility costs	456	53,882	54,338
Telephone	2,547	42,806	45,353
Publications	74,238	9,138	83,376
Supplies	1,209	51,068	52,277
Postage	–	32,210	32,210
Accounting	–	9,800	9,800
Equipment maintenance	–	7,583	7,583
Insurance	–	4,943	4,943
Miscellaneous	–	6,710	6,710
	$ 6,852,030	$ 546,571	$ 7,398,601
Depreciation expense (Note 1)	–	22,625	22,625
	$ 6,852,030	$ 569,196	$ 7,421,226

Independent Auditor's Statement

I have audited the accompanying statement of financial position of the National Writing Project (a California not-for-profit organization) as of September 30, 2000, and the related statements of activities, functional expenses and cash flows for the year then ended. These financial statements are the responsibility of the Organization's management. My responsibility is to express an opinion on these financial statements based on my audit.

I conducted my audit in accordance with generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that I plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. I believe that my audit provides a reasonable basis for my opinion.

In my opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the National Writing Project as of September 30, 2000, and the changes in its net assets and its cash flows for the year then ended in conformity with generally accepted accounting principles.

In accordance with *Government Auditing Standards*, I have also issued a report dated January 24, 2001, on my consideration of the National Writing Project's internal control over financial reporting and my tests of its compliance with certain provisions of laws, regulations, contracts and grants. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of my audit.

My audit was performed for the purpose of forming an opinion on the basic financial statements of National Writing Project taken as a whole. The accompanying schedule of expenditures of federal awards is presented for the purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations, and* is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in my opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

James G. Woo, CPA
January 24, 2001

Funders

The National Writing Project is supported by a major grant from the U.S. Department of Education.

Additional support is provided by:
Annenberg Rural Schools and Community Trust
Graduate School of Education, UC Berkeley
Spencer Foundation
Stuart Foundation

Board of Directors

Daniel Boggan Jr., NWP Board Chairman
Senior Vice President
National Collegiate Athletic Association

Michele Drake, Public Relations Manager
Agilent Media Communications
Agilent Technologies, Inc.

Ricardo Fernández, President
Lehman College
City University of New York

Donald Gallehr, Director
Northern Virginia Writing Project
George Mason University

James Gray, Founder
National Writing Project

George P. Haley, Partner
Pillsbury Winthrop LLP

Augusta Souza Kappner, President
Bank Street College of Education

Donald McQuade, Vice Chancellor
University Relations
University of California, Berkeley

Denise Patmon, Co-Director
Boston Writing Project
University of Massachusetts, Boston

William E. Russell, President
William Russell & Associates
Consultants in Education

Richard Sterling, Executive Director
National Writing Project

Vanessa Whang, Director
Presenting & Multidisciplinary Projects
National Endowment for the Arts

Senior Staff

Executive Director	**Richard Sterling**	Communications Director	**Roxanne Barber**
Co-Directors	**Judy Buchanan**	Associate Directors	**Joye Alberts**
	Elyse Eidman-Aadahl		**Jayne Marlink**
	Mary Ann Smith		**Carol Tateishi**
Finance Director	**Michel Mathis**		

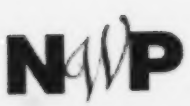
NWP Basic Assumptions

1. Writing is pivotal to learning, academic achievement, and job success.
2. Writing instruction begins in kindergarten and continues through university.
3. Universities and schools in collaboration can provide powerful programs for teachers.
4. Effective teachers of writing regularly write themselves.
5. Exemplary teachers make the best teachers of other teachers.
6. Teachers are the key to reform in education.
7. Professional development begins when teachers enter teaching and continues throughout their careers.
8. Writing is fundamental to learning in all subjects.
9. Real change in classroom practice happens over time.

Independent Evaluator's Statement

In our study of state and local educational reform efforts, we see over and over again that the limiting factor is not, in fact, money. Rather, we invariably find that there is a lack of experienced and skilled leadership—people who are capable of implementing high-quality curricula and providing in-depth, long-term professional development. The National Writing Project, through its work over many years, creates exactly the kind of "indigenous" skilled leadership in classrooms, schools, district offices, and universities that is needed if local improvement efforts are to succeed.

Mark St. John, Ph.D.
Inverness Research Associates
March 2001



National Writing Project
University of California
2105 Bancroft Way #1042
Berkeley, CA 94720-1042
Phone: 510-642-0963
Fax: 510-642-4545
Email: nwp@writingproject.org
Web: writingproject.org